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ABSTRACT

The Portland Indian Education Act Project (IEAP), completing its 11th year, serves American Indian students from preschool through high school. Eligibility for services is established according to federal guidelines. Objectives set for the project concentrate on increasing academic achievement and school attendance, and reducing early school attrition. The main activities are tutoring/counseling, attendance monitoring, cultural education, and hardship assistance. Data are collected and maintained to evaluate the project's progress annually, as well as longitudinally. This evaluation report is divided into four major sections: introduction, program description, evaluation of objectives, and comments and conclusions. The plan used in the evaluation of objectives consists of evaluation questions related to each of the three objectives. District statistical data compiled over five years shows a decline in attrition while also showing an increase in attendance and achievement among American Indian students. Efforts of the IEAP staff emphasize significant use of resources, sometimes community resources, in these areas. Data accumulated and compiled for IEAP evaluation purposes continue to show educational needs for American Indian students in Portland. Funding restrictions pose a threat to program quality and make it increasingly more difficult for the project to design and implement a comprehensive program. (PN)

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ED268168

# 1984-85 EVALUATION REPORT

# INDIAN EDUCATION ACT PROJECT

# IN THE PORTLAND PUBLIC SCHOOLS

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# Title IV-A
# INDIAN EDUCATION ACT PROJECT
# Year-End Evaluation Report
# 1984-85

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PORTLAND PUBLIC SCHOOLS
Portland, Oregon

6642E
09/18/85

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# ADMINISTRATIVE SUMMARY
# TITLE IV-A INDIAN EDUCATION ACT PROJECT
# YEAR-END EVALUATION REPORT
# 1984-85

The goal of IEAP is to increase and extend the education of American Indian youths so they can better cope with our highly technological society. Statistics have indicated drop-out rates of 40 to 50 percent among American Indians - the highest of any major ethnic population in the nation. This is a primary factor giving rise to the urgent need for supplemental educational services to American Indian students attending public school systems.

For several years the project had designed and implemented a comprehensive program to reduce attrition and to increase student attendance and achievement. Due to reduced funding the last two years, the program has been reduced somewhat, yet IEAP attempts to make the program as comprehensive as possible. There is a variety of activities and services (e.g., tutoring, attendance counseling, economic support, cultural and career education) for American Indian students whose eligibility is established according to federal guidelines. The project staff also involves the American Indian community. The importance of families and others in developing and fostering educational awareness and achievement is recognized.

District statistical data compiled over the last five years continue to be encouraging, showing a decline in attrition while also showing increases in attendance and achievement among American Indian students. Efforts of the IEAP staff emphasize significant use of resources, sometimes community resources, in these major areas.

Data accumulated and compiled for IEAP evaluation purposes continue to show educational needs for American Indian students in Portland. It is not likely that these deficits can be overcome in a short time, so the need for the project and project support continues. Funding reductions pose a real threat to the quality of the program. It is becoming increasingly more difficult for the project to design and implement a comprehensive program.

## INTRODUCTION

The Portland Indian Education Act Project (IEAP) is completing its eleventh year of operation in the Portland Public Schools (PPS). The project which serves American Indian students of preschool age through high school is managed and operated by a parent committee and staff comprised almost entirely of individuals of Indian descent. A major feature of the Act itself is Indian control in making decisions affecting the education of Indian people.

The American Indian population in the greater Portland area is about 12,000 and is comprised of representatives of about 100 different tribes. Although there are many tribal differences in terms of heritage and culture, the population is classified into one ethnic group. Each year among the IEAP enrolled students alone, there can be up to 90 different tribes represented within the district with about 50 tribes being represented by fewer than five students each. IEAP serves American Indian students regardless of particular tribal affiliation, and the staff and parent committee maintain an unbiased attitude toward tribal groups in arranging program activities.

There were only three full-time staff members and a temporary secretary providing services as needed who operated the project this past year. In past years there were four and five full-time staff. The Project Coordinator completed his eighth year with IEAP and his seventh as the Coordinator. Two Indian Education Specialists completed their third full year.

Eligibility of students for services is determined from information provided on OE Form 506, or commonly referred to as the 506 Form. At any given time, PPS registration may show nearly 1000 students who identify themselves as American Indian; however, not all complete and return 506 Forms. On the other hand, some students are not identified on PPS files as American Indian but are eligible to be enrolled under Title IV Criteria and 506 Forms have been completed for them. IEAP provides direct services to only those students for whom a properly completed form is on file with the project.

After several changes in the project during the first few years, the Portland project has attained stability and maturity. The goals of the project have solidified and are ambitious. They address the most significant problems facing American Indian students in the District and throughout the state and nation. The problems are common to other Indian education projects, and Portland does not face the task alone.

Objectives set for the project concentrate on increasing academic achievement and school attendance and reducing early school attrition. The main activities are tutoring/counseling, attendance monitoring, cultural education, and hardship assistance services. Data are collected and maintained to evaluate the progress annually, as well as longitudinally.

The present evaluation report is organized into four major sections: Introduction, Program Description, Evaluation of Objectives, and Comments and Conclusions. The plan used in the Evaluation of Objectives consists of evaluation questions related to each objective.

## PROGRAM DESCRIPTION

Information compiled annually continues to show academic achievement and apparent lack of interest in formal education as significant problems. Lower achievement scores and higher rates of attrition and absences are reflections of these needs. As a result, IEAP has established objectives incorporating these needs in a comprehensive approach to providing for them. For descriptive purposes, the program is divided into two components: activities directed at meeting needs of students individually and activities where students' needs are addressed as a group.

Students with problems usually reach the IEAP office through referrals from school personnel, mostly teachers. Others reach the program through parents or by themselves. Referrals are first screened to establish eligibility; a completed 506 Form provides the basic information. Next, the nature of the problem is determined, and the referral is assigned to an appropriate IEAP staff member. Problems which can be handled by IEAP staff without involving school personnel are handled by the staff. For example, issuing bus tickets and obtaining school supplies are handled without involving school personnel. Problems related to instruction or work in the classroom involve the teacher and frequently the school principal. Students not eligible for IEAP services are referred to other sources, with a followup courtesy phone call to determine if assistance was obtained.

Referrals are classified into three categories: (1) students who school personnel feel would benefit from additional instruction; (2) students with behavior problems of an apparent urgent nature; and (3) students with problems which require IEAP to seek assistance from sources outside the project and school classroom. With respect to the first category, IEAP has a small cadre of part-time tutors to assist in providing instruction. This additional instruction is always under the direction of classroom teachers to assure that the work is relevant and coordinated with their classrooms. The IEAP tutor coordinator screened each referral. If it is found that a part-time tutor can provide effective service, the student is assigned to a tutor. Progress is monitored by the tutor coordinator and classroom teacher. Like the Specialists, the tutors maintain a log of each session with the students noting the date, duration, materials used, description of activities and any comments.

Referrals for attendance or behavioral problems, including some of those receiving additional instruction, are handled by the home liaison specialist who frequently works with classroom teachers, other school personnel, parents, and, in some instances, other professionals. The specialist frequently works with students informally as well as formally. The continuous log of actions maintained for each referral is not only used as a ready reference for the specialist, but is used to provide information for evaluation and management purposes. Needless to say, some logs contain considerable personal information, so files containing them are secure.

For referrals which depend on resources beyond those which IEAP can provide directly, staff members serve as the liaison. For example, they act as intermediary in getting students enrolled in GED programs or in obtaining medical attention. Referrals are monitored to assure that the resources were obtained and properly used.

The major component of IEAP dealing with groups is a combination of cultural and developmental activities as well as special events and services where participation is largely voluntary. Parents are the prime participants in some activities. It is expected that students and parents associating with peers and education people in an educational setting, learning, and making education a significant, natural part of their lives will come to value formal education more highly.

Cultural activities for students designed to enhance self-image and pride in their American Indian heritage included drumming practice sessions, field trips, powwows, craft workshops and a number of cultural education presentations and lectures. Other activities dealt with career and vocational development and information on higher education and financial aid.

Special events and services included the annual Honor Day celebration honoring graduates, Northwest Indian Youth Conference, Oregon Indian Education Association Conference, and parent and public meetings, some of which included potluck dinners. The project newsletter is published monthly to inform students and the Indian community of current events and upcoming activities. IEAP also maintains a library of books, films, videotapes, pictures, and a variety of valuable artifacts by which individuals can learn about their culture.

IEAP is also involved on occasion with teacher inservice training. Involvement is minimal but provides considerable project exposure. The significance of the teachers' role in reaching the project's objectives cannot be over-emphasized.

Because IEAP staff members are American Indians and participate in community activities, they can utilize personal and community contacts and experience to the project's advantage. For example, a finding two years ago that less than 60 percent of the District's self-identified American Indian students (less than 75 percent of the project enrolled students) were enrolled in PPS for two consecutive years indicated fairly high mobility of the student population. Therefore, the cooperation and dedication of many American Indian groups, including other Indian Education Act projects, are necessary to sustain gains made over the years. IEAP staff involvement and leadership in the Oregon Indian Education Association should be helpful in drawing attention to the value of education for the children they serve.

## EVALUATION OF OBJECTIVES

This section of the report follows the evaluation plan established five years ago and followed since that time. Specific evaluation questions were formulated for each objective, and plans were outlined for each question. In this section the evaluation questions related to each objective are presented followed by the relevant evaluation information.

## OBJECTIVE A: REDUCTION IN ATTRITION

1. How do the enrollment figures for American Indian students compare across grades and compare with those for all District students?

Historically, the process of identifying and verifying dropouts is so difficult and time consuming that few Districts attempt to maintain the process. Instead, various data that are readily available are summarized and used as indicators. For IEAP purposes, one indicator involves the use of enrollment figures.

In using enrollment figures, the assumption is made that if there were no dropouts, the number of students enrolled in each grade should be approximately equal. Lower numbers, particularly in the upper grades, are assumed to indicate attrition. Table 1 shows the number of American Indian and also all District students enrolled in each grade, K to 12, as reported annually to the State Department of Education in October.

The enrollment figures for the 1984-85 school year continue to show a slightly higher dropout rate for American Indian students, particularly in the upper grades, 10 to 12, compared to the total District. It should be noted, however, that the higher dropout rate of American Indian students in these grades could be slightly exaggerated by the fact that high school enrollment in the District is higher than in the elementary grades.

The average enrollment of American Indian students in grades K to 8 was 7.9 percent; the average for grades 9 to 12 was 7.2 percent. Corresponding averages for the District were 7.6 and 7.9 percent, respectively. District averages are nearer the expected average of 7.7 for all grades if there were no dropouts. Similar data (not shown) obtained midyear and based only upon 921 American Indian students enrolled with IEAP in grades K to 12 showed average enrollment in grades K to 8 was 7.7 and 7.6 for grades 9 to 12. These figures are at the average if there were no dropouts; however, an appreciably larger enrollment in grade 9 tends to offset lower percentages in grades 11 and 12. The proportion of American Indian students enrolled in high school this past year was almost two percent higher than the previous year's, and the highest of the last five years. Also, the number and percent enrolled in grade 12 is the highest in five years.

Another indicator of attrition is the leave codes schools assign to students when they leave. A special District code is entered on the Student Master File according to the student's reason for leaving. One code, L8, is generally regarded by schools as indicating dropout, while two others, L5 (pupils quitting school after passing compulsory attendance age) and L6 (pupils issued work permits), also indicate premature termination. Data in Table 2 show percents of high school early leavers for the last seven years for each of five ethnic groups identified on the PPS Student Master File.

Table 1
American Indian[1] and Total District Student Enrollment for Grades K-12
(as of October of each year)

| | 1979 | | | | 1980 | | | | 1981 | | | | 1982 | | | | 1983 | | | | 1984 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | District | | Am. Ind. | | District | | Am. Ind. | | District | | Am. Ind. | | District | | Am. Ind. | | District | | Am. Ind. | | District | | Am. Ind. | |
| Grade | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| K | 3842 | 7.6 | 66 | 7.8 | 3996 | 8.0 | 75 | 8.2 | 3870 | 7.9 | 63 | 7.2 | 4091 | 8.5 | 73 | 8.9 | 4108 | 8.6 | 70 | 7.8 | 4387 | 9.1 | 69 | 8.1 |
| 1 | 3841 | 7.6 | 80 | 9.5 | 3839 | 7.7 | 93 | 10.1 | 3990 | 8.1 | 85 | 9.7 | 3850 | 8.0 | 58 | 7.1 | 4118 | 8.6 | 85 | 9.4 | 4297 | 8.9 | 75 | 8.8 |
| 2 | 3645 | 7.2 | 82 | 9.7 | 3563 | 7.2 | 59 | 6.4 | 3591 | 7.3 | 81 | 9.2 | 3622 | 7.6 | 67 | 8.2 | 3548 | 7.4 | 73 | 8.1 | 3820 | 7.9 | 70 | 8.2 |
| 3 | 3844 | 7.6 | 62 | 7.3 | 3572 | 7.2 | 85 | 9.2 | 3493 | 7.1 | 73 | 8.3 | 3423 | 7.2 | 70 | 8.6 | 3559 | 7.4 | 71 | 7.9 | 3452 | 7.2 | 67 | 7.8 |
| 4 | 4100 | 8.1 | 98 | 11.6 | 3771 | 7.6 | 72 | 7.8 | 3442 | 7.0 | 84 | 9.6 | 3328 | 7.0 | 71 | 8.7 | 3353 | 7.0 | 76 | 8.4 | 3496 | 7.3 | 68 | 8.0 |
| 5 | 3883 | 7.7 | 85 | 10.0 | 4050 | 8.1 | 85 | 9.2 | 3716 | 7.6 | 87 | 9.9 | 3360 | 7.0 | 70 | 8.6 | 3355 | 7.0 | 63 | 7.0 | 3257 | 6.8 | 66 | 7.7 |
| 6 | 3675 | 7.3 | 71 | 8.4 | 3902 | 7.8 | 73 | 7.9 | 3957 | 8.1 | 79 | 9.0 | 3561 | 7.4 | 58 | 7.1 | 3373 | 7.0 | 71 | 7.9 | 3344 | 6.9 | 61 | 7.1 |
| 7 | 3741 | 7.4 | 55 | 6.5 | 3660 | 7.3 | 72 | 7.8 | 3856 | 7.9 | 68 | 7.7 | 3854 | 8.1 | 59 | 7.2 | 3683 | 7.7 | 72 | 8.0 | 3328 | 6.9 | 71 | 8.3 |
| 8 | 3633 | 7.2 | 66 | 7.8 | 3729 | 7.5 | 74 | 8.1 | 3645 | 7.4 | 59 | 6.7 | 3740 | 7.8 | 68 | 8.3 | 3937 | 8.2 | 76 | 8.4 | 3617 | 7.5 | 61 | 7.1 |
| 9 | 4142 | 8.2 | 56 | 6.6 | 3991 | 8.0 | 60 | 6.5 | 4290 | 8.7 | 70 | 8.0 | 4053 | 8.5 | 69 | 8.5 | 4238 | 8.8 | 71 | 7.9 | 4412 | 9.2 | 80 | 9.4 |
| 10 | 4313 | 8.5 | 45 | 5.3 | 4057 | 8.1 | 75 | 8.2 | 4013 | 8.2 | 49 | 5.6 | 3975 | 8.3 | 60 | 7.4 | 3845 | 8.0 | 63 | 7.0 | 3851 | 8.0 | 56 | 6.6 |
| 11 | 4104 | 8.1 | 42 | 5.0 | 4020 | 8.1 | 54 | 5.9 | 3754 | 7.7 | 51 | 5.8 | 3671 | 7.7 | 45 | 5.5 | 3549 | 7.4 | 58 | 6.4 | 3468 | 7.2 | 56 | 6.6 |
| 12 | 3725 | 7.4 | 38 | 4.5 | 3666 | 7.4 | 42 | 4.6 | 3448 | 7.0 | 29 | 3.3 | 3342 | 7.0 | 48 | 5.9 | 3269 | 6.8 | 53 | 5.9 | 3437 | 7.1 | 54 | 6.3 |
| TOTAL | 50488 | 99.9 | 846 | 100.0 | 49816 | 100.0 | 919 | 99.9 | 49065 | 100.0 | 878 | 100.0 | 47870 | 100.1 | 816 | 100.0 | 47935 | 99.9 | 902 | 100.1 | 48166 | 100.0 | 854 | 100.0 |
| TOTAL K-8 | 34204 | 67.7 | 665 | 78.6 | 34082 | 68.4 | 688 | 74.9 | 33560 | 68.4 | 679 | 77.3 | 32829 | 68.6 | 594 | 72.8 | 33034 | 68.9 | 657 | 72.8 | 32998 | 68.5 | 608 | 71.2 |
| TOTAL 9-12 | 16284 | 32.3 | 181 | 21.4 | 15734 | 31.6 | 231 | 25.1 | 15505 | 31.6 | 199 | 22.7 | 15041 | 31.4 | 222 | 27.2 | 14901 | 31.1 | 245 | 27.2 | 15168 | 31.5 | 246 | 28.8 |

[1] Enrollment data for American Indian students are based on self-identified students rather than strictly project enrolled students. One reason for using self-identified students at this time is because students become enrolled with IEAP during the year, and particularly due to high transiency, the number of carryover students enrolled with the project in October is much smaller than at other times of the year. A second reason is, for various reasons, 506 Forms are not available for a number of American Indian students. Also, the District's annual reports represent a consistent source of data since 1978.





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Table 2
Percents of High School Early Leavers
for Five Ethnic Groups, 1977-1985[1]

| Year | Am. Indian[2] | White | Black | Asian | Hispanic | Total |
|---|---|---|---|---|---|---|
| 1977-78 | 15.2 | 8.2 | 10.3 | 2.4 | 14.2 | 8.4 |
| 1978-79 | 21.5 | 9.1 | 10.8 | 6.7 | 16.7 | 9.6 |
| 1979-80 | 15.7 | 8.8 | 12.4 | 4.1 | 14.0 | 9.1 |
| 1980-81 | 15.8 | 9.0 | 12.1 | 3.2 | 11.1 | 9.0 |
| 1981-82 | 14.3 | 7.0 | 9.2 | 4.1 | 9.6 | 7.1 |
| 1982-83 | 12.8 | 7.0 | 7.7 | 3.9 | 9.3 | 6.9 |
| 1983-84 | 14.7 | 7.8 | 8.1 | 2.8 | 10.0 | 7.5 |
| 1984-85 | 14.5 | 7.3 | 7.1 | 5.0 | 10.4 | 7.2 |

As shown in Table 2, the percent of early leavers among American Indian students is consistently the highest for any ethnic group. With the exception of the Asian group, whose annual percentages remain the same, there was a general decrease in the percentages of early leavers. Figures over the last four years tend to indicate an appreciable decrease in the number of early leavers for all ethnic groups together.

2. How does the number of American Indian student graduates compare with those for the District?

The number of students who graduate from high school from among those for whom graduation is possible can also reflect attrition. Because it is not feasible to account for every student over a four-year period, it seems reasonable to establish a procedure for determining a rate of graduation and apply it consistently for comparing different years or for comparing different groups.

For the District as a whole, enrollment in grades 9 to 11 has been quite consistently higher than in the lower grades. In view of this observation, the wide variations in the relatively small numbers of American Indian students in each grade, and other considerations including availability of data, the average high school enrollment in October across grades 9 to 12 is chosen as an index of possible graduates. In addition, a baseline rate

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1 Data obtained from analyses of early leaver data by Management Information Services of PPS.

2 American Indian students are self-identified rather than strictly project enrolled students. The E/L codes may also indicate the high mobility of the American Indian population.

established over the three years from 1978-79 to 1980-81 -- the period for which the data are most reliable -- appears to be better than one based on any single year especially where small numbers of American Indian students are involved. Thus, it is assumed that the number of possible graduates is equal to the average number of students enrolled in each high school grade or equal to the number which would be enrolled in grade 12 as well. The assumption is also made that the number of students who leave the District and enroll in and graduate from other high schools is about equal to the number the District receives from other schools and graduate. Therefore, those who graduate are not exclusively among those enrolled in PPS at the beginning of the school year.

The District's average enrollment in any high school grade over the three-year period 1978-79 to 1980-81 was 4111. The average number of graduates was 3200 yielding a graduation rate of 78 percent. Average enrollment per grade for the American Indian students over the same period was 54. The average number of graduates was 26 yielding a graduation rate of 48 percent -- a graduation rate much lower than that for the District. In 1984-85 there were 30 self-identified American Indian students who graduated. The average high school enrollment for the 1984-85 school year was 61.5 per grade which yields a graduation rate of 49 percent -- a rate which is essentially the same as the average of 48 percent for the base years and noticeably less than the District average for the same base years. The 48 percent rate is also lower than the rate for the last two years which was about 58 percent.

In previous evaluation reports, annual number of graduates in relation to seniors enrolled in the Fall were reported for all ethnic groups. These data are repeated in Table 3 with data for the 1984-85 school year added. Over the last two years, the percent of graduates for self-identified American Indian seniors is below the District averages and the lowest of all ethnic groups. This past year IEAP was able to determine the number of graduates from among the number of seniors enrolled with the project during the year. There were 36 graduates among the 54 project enrolled seniors for a 67 percent graduation rate which is about the same as that for self-identified American Indian seniors.

In order to qualify for a standard diploma, students who graduate from Portland Public Schools must receive passing scores in reading, math and language usage from tests taken at any time they are offered from spring grade 8 to graduation. Of 221 project enrolled students in grades 9 to 12 in 1984-85 for whom there are test records, tabulations show 171 (77 percent) have received passing scores on all three tests. Most of those who have not yet received passing scores on the three tests are in grades 9 and 10 (19 percent) with only four percent in grades 11 and 12.

Table 3
Enrolled (Enr.) Seniors and Graduates (Grad.) for Ethnic Groups for 1978-79 to 1984-85

Number of Students Enrolled in Fall and Number of Graduates for Ethnic Groups

| Ethnic Group | 1978-79 Enr. N | 1978-79 Grad. N | 1978-79 % | 1979-80 Enr. N | 1979-80 Grad. N | 1979-80 % | 1980-81 Enr. N | 1980-81 Grad. N | 1980-81 % | 1981-82 Enr. N | 1981-82 Grad. N | 1981-82 % | 1982-83 Enr. N | 1982-83 Grad. N | 1982-83 % | 1983-84 Enr. N | 1983-84 Grad. N | 1983-84 % | 1984-85 Enr. N | 1984-85 Grad. N | 1984-85 % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Am. Ind. | 21 | 19 | 90 | 38 | 37 | 97 | 38 | 22 | 58 | 41 | 32 | 78 | 45 | 36 | 80.0 | 51 | 32 | 62.8 | 44 | 30 | 68.2 |
| White | 3205 | Total Other Groups | | 2956 | 2530 | 86 | 2872 | 2525 | 88 | 2747 | 2381 | 87 | 2329 | 1957 | 84.0 | 2323 | 2029 | 87.3 | 2275 | 1912 | 84.0 |
| Black | 469 | | | 480 | 376 | 78 | 446 | 333 | 75 | 500 | 396 | 79 | 457 | 313 | 68.5 | 416 | 328 | 78.9 | 379 | 306 | 80.7 |
| Asian | 182 | 3307 | 85 | 167 | 157 | 94 | 224 | 196 | 88 | 340 | 291 | 86 | 417 | 369 | 88.5 | 349 | 311 | 89.1 | 358 | 310 | 86.6 |
| Hispanic | 38 | | | 48 | 42 | 88 | 61 | 55 | 90 | 55 | 40 | 73 | 53 | 48 | 90.6 | 36 | 28 | 77.8 | 59 | 43 | 72.9 |
| TOTAL | 3915 | 3326 | 85 | 3690 | 3142 | 85 | 3641 | 3131 | 86 | 3683 | 3140 | 85 | 3310 | 2723 | 82.3 | 3175 | 2728 | 85.9 | 3115 | 2601 | 83.5 |

3. Has the attrition of Indian students at the intervention sites been influenced appreciably?

In the project's three year plan of 1980-81, IEAP proposed to establish an Indian Education Specialist in two high schools with the largest enrollments of American Indian students. With two schools and over a three or four year interval, there could have been sufficient information to determine if intervention, as planned, was an influence on attrition.

Changes in circumstances since the plan was initially conceived and implemented required that intervention be modified. A specialist was able to provide services to only one high school, and these services were provided only at a portion of the level of support originally envisioned. In two previous years at this school, attrition was about 25 percent each year -- a total of 25 or 26 early terminations among 103 students. In the 1983-84 school year there were 5 cases among 43 students (about 12 percent); however, in 1984-85 there were 12 cases among 39 students (31 percent). Certainly, these data should not be construed as being representative of possible program influences or of American Indian students generally, but they are useful for program planning purposes.

## OBJECTIVE B: INCREASE IN ATTENDANCE

1. How do attendance figures for American Indian students compare with previous years and with those for all District students?

Attendance information for individual students is available only from student records and must be retrieved by hand. Data for the last five years, 1980-81 to 1984-85, include all or virtually all of the American Indian students enrolled with IEAP -- those for whom completed 506 forms are on file. Attendance for the five-year period is shown in Table 4.

Percent attendance (student days present divided by student days enrolled) for American Indian students for 1984-85 was much like that of students last year, except they were slightly higher in grades 8 to 12 and slightly lower in the lower grades resulting in an overall average that was the same as last year. Elementary grades tended to show slightly better rates than the secondary with averages of 91.9 percent and 89.4 percent, respectively. The pattern was similar for all District students, except District averages for elementary and secondary grades are more alike and tended to remain about one percentage point higher at the elementary level and nearly three points higher at the secondary level. Results for the last few years show averages for American Indian students are increasing, and at a higher rate than the averages of the total District.

Attendance data for 1984-85 support those for the last two years and are encouraging. The relatively high percentages that extended upward through grades 5 and 6 in 1982-83 now seem to be extended further through grades 7 and 8. Overall, attendance for the last three years is about the same and noticeably higher than the first two years for which data are shown. Students appear to remain enrolled longer and attend more frequently.

Attendance was also examined in terms of high frequencies of absences. In 1981-82, 44 (10 percent) of the students enrolled 150 days or more were absent 20 percent or more of the time (35 days or more, or an average of one day a week or more). The next year, only 23 (4 percent) missed that many days. Two years ago 42 (6 percent) missed 35 days or more and last year 55 (8 percent) missed that many days or more. Unfortunately, similar data on days enrolled and days absent for all District students are not tabulated and available for comparison purposes.

A consistent, unexplained anomaly in attendance again appears with grade 9 students. Percent attendance was noticeably lower for these students during the previous three years for which data were available and is again low for 1984-85, but not quite so noticeable. The anomaly does not appear in the total District data, and its consistent appearance for the American Indian students is puzzling.

Table 4
Attendance of American Indian Students
1980-81 to 1984-85

| | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | | 1984-85 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade | N | Percent Attend. | N | Percent Attend. | N | Percent Attend. | N | Percent Attend. | N | Percent Attend. |
| K | 36 | 91.7 | 47 | 89.8 | 29 | 90.9 | 45 | 90.8 | 62 | 90.8 |
| 1 | 45 | 93.6 | 67 | 91.6 | 41 | 92.8 | 61 | 92.5 | 75 | 91.3 |
| 2 | 31 | 93.2 | 54 | 94.0 | 58 | 93.9 | 66 | 93.1 | 70 | 93.7 |
| 3 | 52 | 93.1 | 52 | 93.6 | 50 | 94.2 | 63 | 94.4 | 74 | 93.2 |
| 4 | 41 | 90.5 | 56 | 93.3 | 51 | 93.9 | 66 | 93.6 | 78 | 93.6 |
| 5 | 60 | 90.0 | 66 | 92.9 | 57 | 92.2 | 68 | 92.6 | 70 | 93.1 |
| 6 | 41 | 90.9 | 61 | 91.7 | 49 | 92.4 | 73 | 92.0 | 74 | 90.7 |
| 7 | 41 | 90.5 | 53 | 88.2 | 62 | 88.9 | 75 | 91.8 | 79 | 89.0 |
| 8 | 44 | 83.0 | 56 | 89.2 | 42 | 87.2 | 89 | 89.5 | 67 | 91.9 |
| 9 | not | | 52 | 85.2 | 50 | 86.6 | 71 | 86.3 | 91 | 89.2 |
| 10 | collected | | 34 | 88.1 | 35 | 90.8 | 67 | 89.5 | 57 | 87.8 |
| 11 | for Grades | | 44 | 86.5 | 44 | 88.8 | 43 | 90.8 | 48 | 91.2 |
| 12 | 9-12 | | 27 | 89.0 | 37 | 90.0 | 47 | 89.4 | 47 | 90.0 |

Attendance of high school students show notable increases except in grade 10 this past year. IEAP attempts to assist in high school attendance by providing bus passes to needy students upon request. Students must maintain certain attendance requirements to retain passes. Altogether, 31 students were issued bus passes or tickets during the year. Attendance of 87.0 percent was generally quite satisfactory for these students as only a few had difficulty meeting the requirements.

Mobility, which is assumed to be highly associated with school attendance, has been a concern of IEAP for several years. Staff members would begin working with students, and suddenly they would move without notice in the middle of the school year. In 1981-82, an index of stability was calculated simply by using the percent of all students that was enrolled 150 days or more during the year. In that year, only 63 percent of the students enrolled with IEAP were enrolled in District schools 150 days or more. Among these students many moved within the District, but this number could not be determined. The same index calculated for successive years from 1982-83 to 1984-85 have been 82, 85 and 77 percent, respectively. A District index based on the percent of students enrolled in the fall and still enrolled in the same school in June--a slightly more stringent requirement--has been about 77 percent the last few years. Based on these data, mobility for the American Indian students appears to be comparable to the average for all District students.

The reason for the lower index of stability this past school year for the American Indian students is not readily apparent; however, it might be that the reduced services due to the budget reduction and loss of a specialist contributed to the decline.

2. Has the attendance of American Indian students at the intervention site been influenced appreciably?

In 1984-85 attendance was monitored in 12 elementary/middle schools and one high school where tutoring and other special services were concentrated. Attendance monitoring was one of the early intervention and prevention strategies undertaken as long range measures to curb attrition. In 1982-83, IEAP personnel attempted to intervene largely when students began to experience difficulty, and evaluation data compiled for students showed they benefitted from these interventions. In 1983-84 the attendance of all project enrolled students in nine site schools was monitored, and the data showed higher average attendance for elementary students in grades K to 5 but slightly lower than average attendance for middle school students. High school students fared better than the average.

The average attendance of project enrolled students at Roosevelt High School (N = 38) this past year was 89.5 percent. This is the same as the 89.4 percent for project enrolled students at all high schools but lower than the 92.0 percent determined for all District high school students together. Three years ago, attendance for the target students at Roosevelt was 85.4 percent, increased to 89.6 in 1981-82 and has been at or above that level the last three years, so some increase is noted at this intervention site.

The attendance of the 197 students enrolled at the 12 elementary school sites was 91.1 percent. This is slightly lower than the average of 91.9 percent for all project enrolled students in the same grades. A close inspection of the data (not shown) indicated the attendance of students in the lower grades, K-5, was the same as the K-8 average, but the rate among students in grades 6 to 8 of 89.8 was noticeably lower.

IEAP received requests to intervene in behalf of 22 students whose attendance was irregular. Twelve were enrolled in the site schools and the other ten were enrolled in other District schools. All but five were in the middle school grades or higher. Absences for three of the five were attributed to illness; absences of the other two involved difficult family problems. Some students dropped out or otherwise withdrew from Portland schools for various reasons, with half being enrolled for the full school year. Attendance for 16 of the 22 students for whom attendance was reported was 72.9 percent.

Records for the 22 students, especially the older students, indicated very complex personal and/or family problems. Despite the difficulties, records seemed to indicate that some degree of success occurred with four or five of the most difficult cases.

3. Has the attendance of American Indian students receiving tutoring/counseling been influenced appreciably?

Students referred to IEAP for tutoring/counseling generally have low achievement associated with behavioral or family problems and higher rates of absences. IEAP seeks to influence attendance through the individual students served by the project.

Attendance for 68 of 76 students who received assistance from IEAP was obtained -- 74 elementary and 2 secondary students were served. Average attendance for the 68 students for whom attendance was obtained was 88.5 percent. Considering the fact that these students were referred to IEAP for services either because they were behind academically, were behavior problems, or both, their rate of attendance seems satisfactory.

Activity logs maintained by the IEAP tutors for each student seemed to indicate many were marginal or better in attendance but simply tolerated going to school. It is possible that behavior changes of reluctant students enabled them to attend school more frequently than they would have without motivation from tutors. Last year's tabulations for referred students showed five elementary and six high school students were absent more than 20 percent of the time. This past year only three middle school students who were tutored were absent more than 20 percent of the time.

## OBJECTIVE C: INCREASE IN BASIC SKILLS ACHIEVEMENT

1. How do the achievement scores of American Indian students in reading, math and language usage compare with those for all District students?

Portland Achievement Levels Tests in reading, math and language usage are administered District-wide and annually to all students in grades 3 to 8 (no District-wide testing in grades K to 2 and 9 to 12) in the Fall and Spring. Table 5 shows the mean RIT scores[1] of project enrolled American Indian and all District students for the 1984-85 school year.

Table 5
Mean Achievement Test Scores of Project Enrolled
American Indian and All District Students for 1984-85

READING

| Grade | Group | N[2] | Fall | Spring | Gain |
|---|---|---|---|---|---|
| 3 | American Indian | 63 | 186.73 | 191.90 | 5.17 |
| | Total District | 2,899 | 190.70 | 196.53 | 5.83 |
| 4 | American Indian | 69 | 192.71 | 199.25 | 6.54 |
| | Total District | 3,035 | 197.59 | 204.14 | 6.55 |
| 5 | American Indian | 69 | 198.26 | 206.06 | 7.80 |
| | Total District | 2,841 | 203.80 | 209.94 | 6.14 |
| 6 | American Indian | 67 | 207.87 | 210.09 | 2.22 |
| | Total District | 2,982 | 209.61 | 214.39 | 4.78 |
| 7 | American Indian | 77 | 207.18 | 213.18 | 6.00 |
| | Total District | 2,879 | 214.71 | 219.60 | 4.89 |
| 8 | American Indian | 67 | 215.79 | 221.98 | 6.19 |
| | Total District | 3,209 | 219.63 | 224.01 | 4.38 |

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1 RIT scores are equal interval scale scores derived by a special calibration technique commonly referred to as the "Rasch Model."

2 "N" for American Indian and total District includes only students with valid scores for both Fall and Spring.

Table 5 (cont.)

MATH

| Grade | Group | N[2] | Fall | Spring | Gain |
|---|---|---|---|---|---|
| 3 | American Indian | 62 | 184.11 | 193.34 | 9.23 |
| | Total District | 2,968 | 186.16 | 196.98 | 10.82 |
| 4 | American Indian | 69 | 193.93 | 202.49 | 8.56 |
| | Total District | 3,057 | 197.61 | 206.12 | 8.51 |
| 5 | American Indian | 68 | 203.31 | 208.59 | 5.28 |
| | Total District | 2,845 | 206.61 | 213.01 | 6.40 |
| 6 | American Indian | 70 | 209.33 | 215.97 | 6.64 |
| | Total District | 2,995 | 212.69 | 220.12 | 7.43 |
| 7 | American Indian | 77 | 213.27 | 220.02 | 7.19 |
| | Total District | 2,889 | 220.23 | 226.97 | 6.74 |
| 8 | American Indian | 64 | 223.08 | 230.02 | 6.94 |
| | Total District | 3,200 | 225.56 | 231.87 | 6.31 |

LANGUAGE USAGE

| Grade | Group | N[2] | Fall | Spring | Gain |
|---|---|---|---|---|---|
| 3 | American Indian | 62 | 193.15 | 193.47 | 0.32 |
| | Total District | 2,888 | 194.64 | 197.97 | 3.33 |
| 4 | American Indian | 68 | 195.30 | 198.94 | 3.64 |
| | Total District | 3,019 | 199.89 | 205.53 | 5.64 |
| 5 | American Indian | 69 | 200.91 | 206.96 | 6.05 |
| | Total District | 2,836 | 205.31 | 211.20 | 5.89 |
| 6 | American Indian | 70 | 206.37 | 211.16 | 4.79 |
| | Total District | 2,971 | 209.64 | 215.33 | 5.69 |
| 7 | American Indian | 74 | 209.50 | 214.61 | 5.11 |
| | Total District | 2,864 | 213.29 | 219.89 | 6.60 |
| 8 | American Indian | 67 | 214.36 | 221.24 | 6.88 |
| | Total District | 3,206 | 216.03 | 223.17 | 7.14 |

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2 "N" for American Indian and total District includes only students with valid scores for <u>both</u> Fall and Spring.

In reading, the Fall and Spring scores of the American Indian students are lower than those of the District averages in every grade -- an average of over 4.50 RIT points lower in the Fall and a little less than 4.50 points in the Spring. This indicates a need in reading achievement remains in all grades. Average gains of the American Indian students were slightly smaller than District gains in grades 3, 4 and 6, but slightly larger in grades 5, 7 and 8. Perhaps more important than these annual gains are those of the American Indian students over the last few years.

Table 6 shows comparisons of Spring 1985 scores with Spring 1981 scores for American Indian and all District students. For 1984, the American Indian students showed an average gain of 4.20 RIT points while the District average showed a gain of 3.07 points. For 1985, the American Indian students showed a little larger average gain of 4.45 points, while the District average increased slightly to 3.12 points. Project enrolled students still appear to be gaining at a slightly faster rate than the District average.

Math results are much like those for reading, with Fall and Spring scores of American Indian students being an average of about three to four points below District averages in each grade. Table 5 also shows the gains of the American Indian students during the 1984-85 school year were generally about the same as those of the total District. Last year, comparisons of scores for Spring 1981 with those for Spring of 1984 showed the average District gain across the six grades was 3.94, while the average gain for the American Indian students was 4.61. Comparisons of Spring, 1985 scores with 1981 show the District means have increased an average of 4.68 RIT points and the means for American Indian students increased an average of 5.30. The fact that scores of American Indian students average 3.50 to 4.00 RIT points below District averages, indicates a need in math remains in all grades.

As might be expected from the results for reading and math, the results for language usage are much the same. Table 5 shows the Fall and Spring scores of the American Indian students are an average of about 3.00 to 4.50 RIT points below the District average in each grade. Comparisons of Spring 1984 scores with those for Spring 1981 showed District gains over the two-year period averaged 5.12 across the grades; gains of the American Indian students averaged 5.35 points. In 1985, the means for both groups have increased a little over 5.50 points over 1981.

Longitudinal basic skills achievement test data maintained for American Indian students over the last six years show a steady increase in test scores. The results of project enrolled students over the last four years are particularly encouraging. Achievement focus in the District since 1980 has produced important gains in the District, with gains of the American Indian students during the same period being as large or larger. In terms of P-scores, those for IEAP students are about two to three points lower in all grades and subjects.

Table 6
Comparison of Spring 1981 and Spring 1984 RIT Scores
for American Indian and all District Students

READING

| | American Indian | | | Total District | | |
|---|---|---|---|---|---|---|
| Grade | Spring-81 | Spring-85 | Gain | Spring-81 | Spring-85 | Gain |
| 3 | 184.67 | 191.90 | 7.23 | 192.49 | 196.53 | 4.04 |
| 4 | 194.52 | 199.25 | 4.73 | 200.38 | 204.14 | 3.76 |
| 5 | 199.29 | 206.06 | 6.77 | 206.55 | 209.94 | 3.39 |
| 6 | 204.21 | 210.09 | 5.88 | 212.49 | 214.39 | 1.90 |
| 7 | 211.20 | 213.18 | 1.98 | 216.49 | 219.60 | 3.11 |
| 8 | 221.88 | 221.98 | 0.10 | 221.48 | 224.01 | 2.53 |

MATH

| | American Indian | | | Total District | | |
|---|---|---|---|---|---|---|
| Grade | Spring-81 | Spring-85 | Gain | Spring-81 | Spring-85 | Gain |
| 3 | 188.64 | 193.34 | 4.70 | 192.18 | 196.98 | 4.80 |
| 4 | 198.03 | 202.49 | 4.46 | 200.41 | 206.12 | 5.71 |
| 5 | 203.52 | 208.59 | 5.07 | 208.93 | 213.01 | 4.08 |
| 6 | 208.50 | 215.97 | 7.47 | 215.67 | 220.12 | 4.45 |
| 7 | 215.27 | 220.46 | 5.19 | 222.41 | 226.97 | 4.56 |
| 8 | 225.10 | 230.02 | 4.92 | 227.39 | 231.87 | 4.48 |

2. Has the achievement of American Indian students receiving tutoring/counseling been influenced appreciably?

Most students are referred to IEAP for tutoring in academic areas; however, many of them are also experiencing behavioral or adjustment problems as well. These problems usually become apparent to the IEAP Specialist after working with the students for a while. The problems are not necessarily disruptive to classrooms or serious in all instances, but leave the students performing at lower levels than they are capable. A total of 76 students received tutoring/counseling with about an equal number in each of grades 1 to 8.

LANGUAGE USAGE

| | American Indian | | | Total District | | |
|---|---|---|---|---|---|---|
| Grade | Spring-81 | Spring-85 | Gain | Spring-81 | Spring-85 | Gain |
| 3 | 186.61 | 193.47 | 6.86 | 193.25 | 197.97 | 4.72 |
| 4 | 195.94 | 198.94 | 3.00 | 200.08 | 205.53 | 5.45 |
| 5 | 201.23 | 206.96 | 5.73 | 205.64 | 211.20 | 5.56 |
| 6 | 204.29 | 211.16 | 6.87 | 210.11 | 215.33 | 5.22 |
| 7 | 208.92 | 214.61 | 5.69 | 213.20 | 219.89 | 6.69 |
| 8 | 216.00 | 221.24 | 5.24 | 216.72 | 223.17 | 6.45 |

Tutoring work is planned and supervised by the students' teachers. Most of the work deals with current classroom work, or in some cases with particular student weaknesses. Students often receive help in reviewing current work or in completing class assignments. Tutoring is carried out by part-time tutors hired especially for that task or by the IEAP tutor coordinator, depending on the difficulty or complexity of the case. The work appeared to be well coordinated with regular classroom instruction, and teachers seemed pleased with the arrangement.

Teachers' impressions of the quality of the services provided each student were obtained at the end of the year or when the services were terminated. The IEAP referral form containing four questions about the services were returned to the teachers who used five-point scales to indicate how satisfied they were with the services the students received. A large majority of the ratings were four or five with many positive comments made to support the ratings. Average ratings of the reliability of the tutors and their cooperativeness were 4.30 and 4.35 respectively for 66 students where ratings were obtained. The rating for the overall services of IEAP was nearly as high at 3.94. Overall progress of students was rated 3.52. Teachers' comments about improvements of students were apparent in logs maintained in the referral folder.

The IEAP Specialists and tutors maintained a continuous log of activities and time spent with each student. Students in grades 5 to 8 usually received more help than students in the lower grades mainly because they were referred earlier in the school year. Tutoring sessions were usually 30 to 45 minutes, three times per week. The number of hours ranged from a few hours up to nearly 60 hours with an average for the students of almost 26 hours. A review of the log information tended to indicate that students were not consistent in their work and appeared to find it difficult to concentrate and remain on task for more than brief periods without close supervision.

Some student logs indicated rather dramatic improvements while several indicated very little student progress. A review of information contained in the logs and written teachers' comments made in evaluation tended to indicate noticeable improvements for about 60 percent of the referrals. There appeared to be little or no apparent improvement for 15 percent, even though

considerable effort may have been devoted to some cases. For the remaining, there was usually too little time to make a difference. Generally speaking, when tutors were able to meet regularly with a student for 12 to 15 sessions or more, the results appeared to be positive.

Achievement test data from the Portland Achievement Levels Tests in reading, math, and language usage were examined separately for students who were tutored by IEAP. Data were available for 45 students in grades 3 to 8; both Fall and Spring scores were available for as many as 43 students depending on the subject. Because the number of students in each grade was small, the individual scores were converted to P-scores, a District standard score, and then combined across grades. The P-score has a mean of 50 with a standard deviation of 10.

The scores of referred students shown in Table 7 are considerably lower than the District average (P-50.20) indicating that students who received assistance were likely candidates for tutoring. A few students had relatively high scores for their grade level; however, they were usually referred because of poor study and work habits.

Table 7
Fall 1984 and Spring 1985 Achievement Scores
of Students Receiving Tutoring

| Subject | N | Fall P-Score | Spring P-Score | Gain |
|---|---|---|---|---|
| Reading | 44 | 40.96 | 41.84 | 0.88 |
| Math | 43 | 43.09 | 44.23 | 1.14 |
| Language Usage | 43 | 41.02 | 42.26 | 1.24 |

In Table 7 the fact that there are P-score gains indicates the gains of the tutored students were slightly larger than the average for comparable students in the District in all subjects. Referral logs described many specific math and language usage lessons (e.g., multiplication, spelling), but not as many lessons in reading which may account for the slightly smaller gains in the latter subject.

## IEAP CULTURAL EDUCATION ACTIVITIES

Cultural education has long been an important component of IEAP not only for students enrolled with the project but for their non-Indian peers as well. The purpose is not just to provide opportunities for American Indian students to learn about their native culture, but to inform others as well as to correct many existing misconceptions of American Indians. Building the self-image of American Indian students and creating a more informed social environment are expected to be helpful in achieving the three major goals.

Due to the project staff reduction, IEAP direct involvement in cultural education has been reduced, particularly in making presentations in schools. Most activities involve only American Indian students and often with members of the community serving as consultants, role model participants or members accompanying their children.

IEAP has been successful in bringing students together for special cultural activities and several of them were planned and conducted during the school year. A six-week arts and craft class where students learned about dancing and made traditional dance regalia involved 20 students in grades 4 to 7. Later these students were participants in cultural enrichment activities where all students were able to see what the 20 students had produced.

Another activity which had appreciable significance was the first PPS student powwow put on by the American Indian Student Organization. Students from Portland Schools met first to learn drumming and participate in other cultural events. This group later suggested, planned and sponsored the powwow which attracted over 200 people.

IEAP also provided opportunities for project students to meet other Indian students within Portland, within the state and even in other states. Forty-one Portland high school students attended the fifth annual Career Education Workshop held this past year on the O.S.U. campus. Students learned about career options, educational opportunities and aid, toured the campus and participated in a powwow in which the PPS drum group was represented. Two PPS students won awards in the student art and composition contests.

Students are also encouraged to attend the annual Oregon Indian Education Association and Northwest Indian Youth conferences. The latter conference was held in Spokane and six Portland students from four different high schools participated in the five-day event. About 750 students from six Northwest states and Canada were registered at the conference. This year only staff and parents participated in the OIEA conference because the two conferences were only a week apart.

Honor Day, an annual event honoring high school graduates, was held with 36 graduates being honored. The event brings together a large community of people in which a good opportunity for increasing the sense of value of education and a high school diploma is present. IEAP is well aware that by virtually any indicator, the dropout rate for American Indian students is the highest of all ethnic groups as identified in the District, and a contributing factor is assumed to be the perceptions of the community regarding education. Honor Day is an opportunity for cultural education and IEAP consistently includes such activities in the celebration's program.

The project occasionally takes groups of students on field trips to selected sites. This year 42 students who received tutoring in the project attended the Lelooska exhibition which features history, traditional dances and stories of the Kwakuital Coastal Indians. The field trip was an added incentive for tutored students who are often among the most culturally deprived.

In addition to the activities which IEAP sponsors or supports, the project provides information on another 15 to 20 activities and events which involved community members and students outside of school. These include announcements of educational job opportunities specifically for American Indian students, powwows sponsored by various organizations, community service gatherings and events involving American Indians, notices of various contests seeking entrants among the American Indian population and announcements of conferences or other large group gatherings. IEAP encourages students to participate in these activities and events as part of their personal development as well as for their enjoyment.

Increased participation of members of the American Indian community in events and activities sponsored by IEAP is encouraging, especially as many of these are held at school facilities and pertain to cultural education and education more generally. For example, a number of elders wore Indian apparel and danced at the Portland students' powwow. Adult drum groups from Portland and surrounding communities performed at this affair and at the Honor Day ceremony.

## OBSERVATIONS AND COMMENTS

The long-range goal of IEAP and of Indian education nationally continues to be to increase and extend educational achievement of American Indian students, many of whom drop out before high school graduation. Data collected for the District several years ago tended to support national findings of drop-out rates approaching, if not exceeding, 50 percent. IEAP began to plan and implement a comprehensive program to attack this most significant education problem.

Over the last 7 to 8 years, IEAP has become very well known in the District schools for the kind and quality of services the Project can provide. As a result, requests for services have continued at a fairly high rate, and IEAP has responded well to these requests by careful husbandry of its resources. Data for the last couple of years tend to indicate a fairly definite change in the educational circumstances of the American Indian students in Portland schools. At the same time, IEAP appears to have aroused community support which is absolutely essential for this change in educational circumstances to take place.

In the last four years, IEAP has experienced a 20 percent reduction in its budget. This is in spite of rising costs and the desire of the Project to expand its services in the most critical areas. To accommodate for the reductions, IEAP continued to reach out further for voluntary community support. Unfortunately, the voluntary support that is available is not sufficient for IEAP to implement the comprehensive plan that was formulated in earlier years and, as a consequence, some services once provided have been reduced, if not eliminated entirely.

Although attrition, attendance and achievement data tend to show that performances of the American Indian students for 1984-85 were satisfactory, the data seem to reflect a deceleration in the rate of achievement compared to that obtained in previous years. Three general explanations of the apparent deceleration are offered. First, project impact has been reduced due to the reduction in staff and cultural education presentations in schools. A second explanation is that growth rates appear to slow down as the performances of students approach a level that can be sustained, such as the District average. In other words, the growth rate becomes asymtotic. A third explanation is that the number of students in each grade level group is small and the performance for one year may simply reflect the groups' performances for this year. A number of considerations could have been involved this past year. Data need to be examined longitudinally for a few more years to determine if a slowing in the rate is occurring.

In 1985-86 IEAP will operate with the same staff as in 1984-85 and with the same amount of funds. Tutoring of students in need with part-time tutors will continue as well as attendance monitoring. Cultural education largely in the form of drumming and dancing will occur in schools, mostly in those schools where the largest numbers of students are being tutored. Arts and craft classes will follow the cultural education performances which, hopefully, will stimulate student participation in the classes. Honor Day, which continues to

attract larger numbers of people each year, will be a powwow with a program more characteristic of these events. Indian clubs formed in schools last year will be nurtured and a few more which began to be formed last year will be encouraged.

Overall, the 1985-86 program appears to be well planned at this point and promises to be as comprehensive as last year.

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